**Conversion Table for Reading Levels**

**Studies and Research Committee IRC Conference 9:15 – 10:15 March 18, 2011 CenterB-7W**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Developmental Category** | **Grade Level** | **Text Measure** | **ATOS**  **Scale** | **DRA** | **Fontas & Pinnell** |
| **Emergent** | **K** |  |  |  |  |
| **Emergent/Early** | **K/1** | **200-400** |  |  |  |
| **Early** | **1** | **1.5-1.9** | **13-16** | **C-I** |
| **Early/Fluent** | **2** | **300-600** | **2.-3.4** | **17-28** | **J-M** |
| **Fluent** | **3** | **500-800** | **3.5 -4.5** | **29-38** | **N-P** |
| **4** | **600-900** | **4.8-5.2** | **40-44** | **Q-T** |
| **5** | **700-1000** | **5.2-5.9** | **44-50** | **U-W** |
| **6** | **700-1000**  **800-1050** | **5.9-7.1+** | **50-60** | **X-Y** |
| **Advanced Fluent** | **7** | **850-1100** |  | **60-70** | **Z** |
| **8** | **900-1150** |  | **70-80** |  |
| **8+** | **1000-1200** |  |  |  |
| **10** |  |  |  |  |
| **11** |  |  |  |  |
| **12** |  |  |  |  |

**Figure 1. Typical Reader and Text Measures by Grade**

Notice that there is considerable overlap between the grades. This is typical of student reading levels and texts published for each grade. In addition, the level of support provided during reading and reader motivation have an impact on the reading experience. Students who are interested in reading about a specific topic (and are therefore motivated) often are able to read text at a higher level than would be forecasted by the reader’s Lexile measure.   
  
Although a student may be an excellent reader, it is incorrect to assume that he or she will comprehend text typically found at (and intended for) a higher grade level. A high Lexile measure for a student in one grade indicates that the student can read grade-level-appropriate materials at a very high comprehension rate. The student may not have the background knowledge or maturity to understand material written for an older audience. It is always necessary to preview materials prior to selecting them for a student.   
  
It is important to note that the Lexile measure of a book refers to its text difficulty only. A Lexile measure does not address the content or quality of the book. Lexile measures are based on two well-established predictors of how difficult a text is to comprehend: word frequency and sentence length. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile measure is a good starting point in your book-selection process, but you should always consider these other factors when making a decision about which book to choose.   
  
The real power of The Lexile Framework is in matching readers to text—no matter where the reader is in the development of his or her reading skills—and in examining reader growth. When teachers know Lexile reader measures and Lexile text measures, they can match their students with the texts that will maximize learning an

**First 3 columns from following site:** [**http://www.lexile.com/faq.htm#4**](http://www.lexile.com/faq.htm#4)

**For more detailed information including Rigby levels, fluency goals, and spelling stages se the following website: http://www.suu.edu/faculty/lundd/readingsite/readingresources/bookleveling.htm**